

# School Accountability Report Card Reported for School Year 2004-05

*Published During 2005-06*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2004-05.

School Information		District Information	
<b>School Name</b>	N. A. Chaderjian High School	<b>District Name</b>	California Education Authority
<b>Principal</b>	Nancy Hanley (A)	<b>Superintendent</b>	Glenda Pressley (A)
<b>Street</b>	7650 South Newcastle Road	<b>Street</b>	4241 Williamsborough Dr.
<b>City, State, Zip</b>	Stockton, California 95213	<b>City, State, Zip</b>	Sacramento, CA 95823
<b>Phone Number</b>	209-944-6444	<b>Phone Number</b>	916-262-1500
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<b>Web Site</b>	<a href="http://www.cdcr.ca.gov">www.cdcr.ca.gov</a>	<b>Web Site</b>	<a href="http://www.cdcr.ca.gov">www.cdcr.ca.gov</a>
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All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

## School Description and Mission Statement

N. A. Chaderjian High School (NACHS) is located on the campus of N. A. Chaderjian Youth Correctional Facility and is one of the eight institutional schools within the Division of Juvenile Justice (DJJ). This institution is located in rural Stockton, California in the San Joaquin Valley. The facility houses an all-male population of incarcerated youth (wards/students) between the ages of eighteen and twenty-five. The institution currently houses 341 wards that are committed to the Department of Juvenile Justice a division of California Department of Corrections and Rehabilitation (CDCR) as well as inmates who are committed to the (CDCR), but ordered housed by the DJJ. NACHS provides an education program that meets the state standards, including the areas of English Language Development, basic skills, special education and career-vocational training. Employability Skills and Impact of Crime on Victims are character education classes that are an integral part of the curriculum. Two specialized units separate their wards from the general population. The other four are considered general population units, but two of these units house only wards who qualify for their specific treatment programs – a formal drug program and a formal sex offender program.

Students who are unable to attend school receive education services on their living units.

The Mission Statement for NACHS: ***"The goal of N. A. Chaderjian High School is to prepare our students for a productive and meaningful life by assisting them to achieve their educational potential and preparing them to become good citizens."***

The Mission Statement of the California Education Authority (CEA): **"The mission of the California Education Authority is to empower each student to become civil, responsible, employable and knowledgeable lifelong learners."**

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	Nancy Hanley	<b>Contact Person Phone Number</b>	209-944-6444
Parents are encouraged to visit their sons during regular visiting hours on Saturday and Sunday. Parents of underage special education students are encouraged to participate at the Individual Education Plan meetings. Adult students with special needs may invite family members to attend Individual Education Plan meetings and Graduation.			

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	25
Grade 1	0	Grade 10	94
Grade 2	0	Grade 11	112
Grade 3	0	Grade 12	62
Grade 4	0	Ungraded Secondary	0
Grade 5	0	Adult in K-12 Programs	47
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	341

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	137	40%	Hispanic or Latino	105	31%
American Indian or Alaska Native	3	.08%	Pacific Islander	4	1%
Asian	14	4%	White (Not Hispanic)	73	21%
Filipino	3	.08%	Multiple or No Response	2	.05%

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	3/15/06	<b>Date Last Discussed with Staff</b>	Monthly Meetings
<p>The high school conducts quarterly fire drills in conjunction with the security section of the institution. We use the same drill for our earthquake and natural disaster plan. The notification begins from the main control center. Supervision of students during the drills is a joint responsibility between the faculty and the security team members.</p> <p>School security staff is responsible for all movement between classrooms, movements to and from school as well as searching students for contraband. All education staff have personal alarms. All classrooms have either telephones or an intercom system for use in case of an emergency. Training is ongoing for all staff.</p>			

## School Programs and Practices that Promote a Positive Learning Environment

The high school provides an education program that meets the California State curriculum standards. Many of our classes include a curriculum that infuses character education, which includes value-based themes. Our high school also has incorporated the values of "gate to gate" thinking and planning for all of our students. We work cooperatively with the entire facility in focusing our students with the goal of pre-parole planning and successful parole strategies.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
<b>Number of Suspensions</b>	0	0	0	0	0	0
<b>Rate of Suspensions</b>	0	0	0	0	0	0
<b>Number of Expulsions</b>	0	0	0	0	0	0
<b>Rate of Expulsions</b>	0	0	0	0	0	0

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

## School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

N. A. Chaderjian Youth Correctional Facility opened on July 1, 1991. A wire fence separates academic and vocational classrooms. A school security office is located at the entrance of the school area. The academic wing is L-shaped with 12 classrooms. The vocational building is elongated in shape and has 13 classrooms. Two of the classrooms however are utilized for the Free Venture Program and another classroom for the Department of Labor Special Project. All classrooms are equipped with a restroom that is periodically cleaned by janitor-wards. A crew of wards maintains the school lawn.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	X		
<b>Mechanical Systems</b>	X		
<b>Windows/Doors/Gates (interior and exterior)</b>	X		
<b>Interior Surfaces (walls, floors, and ceilings)</b>	X		
<b>Hazardous Materials (interior and exterior)</b>	X		
<b>Structural Damage</b>	X		
<b>Fire Safety</b>	X		
<b>Electrical (interior and exterior)</b>	X		
<b>Pest/Vermin Infestation</b>	X		
<b>Drinking Fountains (inside and outside)</b>	X		
<b>Restrooms</b>	X		
<b>Sewer</b>	X		
<b>Playground/School Grounds</b>	X		
<b>Other</b>	X		

### III. Academic Data

#### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

#### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	4	3	3	4.4	5.8	3	35	36	36
Mathematics	6	N/A	N/A	6	2.5	1.5	35	34	22
Science	N/A	N/A	N/A	4.3	2.5	.7	27	25	25
History-Social Science	3	5	2	2.9	4	1.8	28	29	26

#### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	5	N/A	N/A	N/A	N/A	N/A	8
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History-Social Science	3	N/A	N/A	N/A	7	N/A	N/A

#### CST – Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	3	-	N/A	4		4	N/A	N/A
Mathematics	N/A	-	N/A	4		4	N/A	N/A
Science	N/A	-	N/A	-		-	N/A	N/A
History-Social Science	6	-	N/A	6		3	N/A	N/A

## Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	16	9	2	13	9.47	8.24	---	43	43
Mathematics	10	2	0	7	6.6	6.6	---	50	51

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

### NRT- Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

### NRT- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

## Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6									
7									
8									
9		3	7		7	1		3	7
10		6	21		12	8		10	23
11		12	22		15	26		16	8
12		3	31		4	28		4	22

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	N/A						24.8	26.7	22.9
7	N/A						29.1	31.3	27.0
9	0	N/A	0	10.1	11	10	26.3	25.3	27.2

## Academic Performance Index (API)

## Adequate Yearly Progress (AYP)

## Federal Intervention Program

As an alternative school, Chaderjian High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

## Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	522	475	458	4752	5058	3861	1735576	1772417	1830664
Number of Dropouts	0	0	0	0	0	0	47899	48210	58493
Dropout Rate (1-year)	0.0	0.0	0.0	0.0	0.0	0.0	2.8	2.7	3.2
Graduation Rate	100	100	100	100	100	100	86.7	87.0	86.7

Formula does not fit CEA schools, enrollment is required for all non-graduate students.

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other	12		29		11		29		9		28	

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12	3	-	-	12	3	-	-	12	1	-	-
Mathematics	12	2	-	-	12	0	-	-	12	2	-	-
Science	12	2	-	-	12	1	-	-	12	2	-	-
Social Science	12	2	-	-	12	2	-	-	12	1	-	-

### Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A

## VI. Teacher and Staff Information

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at

<http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	<b>Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers</b>
<b>This School</b>	100
<b>All Schools in District</b>	95
<b>High-Poverty Schools in District</b>	
<b>Low-Poverty Schools in District</b>	

## Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>Total Teachers</b>	33	33	41
<b>Teachers with Full Credential</b>	33	33	41
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	1	1	1
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	0	1
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>Misassignments of Teachers of English Learners</b>	---	---	0
<b>Total Teacher Misassignments</b>	---	---	0

## Teacher Education Level

Data reported are the percent of teachers by education level.

	<b>School</b>	<b>District</b>
<b>Doctorate</b>	5.2	6.3
<b>Master's Degree plus 30 or more semester hours</b>	17.1	9.4
<b>Master's Degree</b>	5.2	25.0
<b>Bachelor's Degree plus 30 or more semester hours</b>	50	43.8
<b>Bachelor's Degree</b>	0	6.3
<b>Less than Bachelor's Degree</b>	22.3	9.4

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at



the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2003	2004	2005
<b>Vacant Teacher Positions</b>	---	0	10

## Teacher Evaluations

Teachers are evaluated a minimum of one time per year. The evaluation process involves direct classroom observation by an assistant principal or site principal. A standard rubric of classroom observation is used during the evaluation period. The evaluation is intended to be a cooperative effort with the teacher describing the students and curriculum as well as a description of the various strategies used to help the students achieve. Evaluations also include a review of classroom operations, student files, grading and student attendance.

## Substitute Teachers

Substitute teachers are either permanent intermittent teachers or temporary appointment teachers. All have a minimum of a 30-day emergency teaching permit, passed the CBEST, and have undergone the CEA background check. For the 2004-2005 school year the high school plans to hire a minimum of six substitute teachers.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

<b>Title</b>	<b>FTE</b>
<b>Counselor</b>	0
<b>Librarian</b>	1
<b>Psychologist</b>	2.5
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	3
<b>Other (paraprofessionals- teaching assist.)</b>	7

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>
0	0

# VII. Curriculum and Instruction

## School Instruction and Leadership

The teachers have received training in the use of cooperative learning as well as specifically designed instruction for second language students. The teachers in the literacy classes have also received implicit instruction on strategies in the classroom to ensure that students are gaining reading comprehension, developing oral reading skills and writing skills. The school has a site-based leadership team that provides guidance and communication related to achieving the school-wide goals.

## Professional Development

NACHS has eight professional development days. They are on the school master calendar that is developed each July. During the development days the faculty works on issues supporting accreditation, institutional safety, employee safety as well as new policy and procedures. Additionally, teachers and faculty members can seek continuing education by attending conferences, SELPA activities and training sponsored by the district.

## Quality and Currency of Textbooks and Other Instructional Materials

The textbooks for all classrooms have been purchased within the past five years. English Language Arts, social science, science and mathematics curricula are updated to meet state standards. Textbooks have been and are being purchased in an effort to keep abreast with the state's curriculum frameworks cycle. During the 2004-05 school year student computers are being placed in all classrooms. These computers will be on a student network.

Each year there is a site-specific budget process that allows for the faculty to prioritize spending for curriculum and supplementary supplies. Local decision-making is done by the School Leadership Team to prioritize spending for classroom materials. Additionally, the CEA purchases for the district new materials.

## Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

We have sufficient standards-aligned textbooks and other instructional materials for each pupil. We are in the process of purchasing additional standards-aligned instructional materials.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	We are in the process of purchasing additional instructional materials.
Mathematics	We are in the process of purchasing additional instructional materials.
Science	We are in the process of purchasing additional instructional materials.
History-Social Science	We are in the process of purchasing additional instructional materials.
Foreign Language	Not offered.
Health	We do not offer a Health class at this time
Science Laboratory Equipment (grades 9-12)	We are in the process of purchasing additional instructional materials.

## Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	242	180 days
10	242	180 days
11	242	180 days
12	242	180 days

### Total Number of Minimum Days

During the 2004-05 school year NACHS had 34 minimum school days.

## VIII. Post-Secondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	0	0	0
Computer Science	0	0	0
English	0	0	0
Foreign Language	0	0	0
Mathematics	0	0	0
Science	0	0	0
Social Science	0	0	0

## Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required For UC and/or CSU Admission	Percent of Students Enrolled in Courses Required For UC and/or CSU Admission
0	0	0

## Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
0	0	0

## SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test	0	0	0	0	0	0	0	0	0
Average Verbal Score	-	-	-	-	-	-	-	-	-
Average Math Score	-	-	-	-	-	-	-	-	-

## College Admission Test Preparation Course Program

NACHS does not have a college admission test preparation course.

## Degree to Which Students Are Prepared to Enter Workforce

Students at NACHS are involved in a pre-release program. As a part of their parole students are asked to develop a plan that includes employment and future education that can be completed while on parole. All special education students have a transition plan as a part of their Individual Education Plan. Currently the school is beginning to address the transition plan for students qualified under the Title I guidelines.

## Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
129	0	0	0	0	0	0

## IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

### Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	42,860.00	48,450.00
Mid-Range Teacher Salary	58,656.00	67,452.00
Highest Teacher Salary	67,512.00	86,454.00
Average Principal Salary (Elementary)	NA	NA
Average Principal Salary (Middle)	NA	NA
Average Principal Salary (High)	77,772.00	90,200.00
Superintendent Salary	106,248.00	128,194.00
Percent of Budget for Teacher Salaries	95%	38.1
Percent of Budget for Administrative Salaries	1%	5.2

Negotiations are in process for an enhanced pay structure for CEA teachers.

### Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars Per Student (ADA)	Dollars Per Student (ADA)
pending	pending	\$7007.	\$6919.

These data are incomplete and approximate. Due to departmental consolidation (CDC and CYA) complete expenditure numbers will not be available until approximately September 2006.

### Types of Services Funded

Title 1/ESEA - Neglected and Delinquent  
Title 3/ELL  
Carl Perkins/Part A - State Leadership  
Carl Perkins/Part B - Secondary Education  
Workforce Investment ACT – Adult Education, Family Liteacy  
Special Education/IDEA Part B  
Library-Media Program  
Prop 98/General Fund  
Lottery – State Special Fund